

Motivation in a company operating in restaurant industry, theory and findings

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<p>The aim of this thesis is to cover two approaches to motivation and then apply one of the theories into an existing organization. This was achieved by looking into existing literature of motivation research and then selecting two prominent theories that are still being developed. The aim was also to provide usable and accurate empirical data for the commissioner for which existing and proven questionnaires were attained from existing research and then translated and contextualized for restaurant use.</p> <p>The research was commissioned by CMB-Ravintolat Oy. Results were gathered during February-April 2012 as a one-time electronic survey of three different questionnaire forms from CMB staff. The questionnaires were tested on test audience before actual delivery. Results were gathered initially in Webropol and then imported to MS Excel with which the actual data analysis was conducted. Main figures are averaged sums of sum variables per respondent per relevant subscale and frequencies of these were used as the main figures to present the results of the research.</p> <p>Results show that during the time of the research the staff of CMB-Ravintolat Oy was extrinsically motivated, the staff requires doesn't experience enough of autonomy support while they are still oriented more towards autonomy than other orientations. Results showed that the work atmosphere received constantly highest scores while the challenges provided to staff could be more optimal and perceived and experienced autonomy support was not on the required level.</p>	
Keywords Motivation, Self-Determination Theory, Goal Setting Theory, Restaurants, Intrinsic Motivation, Extrinsic Motivation, Amotivation	

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1 Introduction

My interest of motivation and organizational psychology has been growing steadily for the past fifteen years. Although my vocal education doesn't really have that much to do with psychology, I'm increasingly convinced of its importance to everyday operations of any and all things human. Thus this thesis tries to cover one aspect of organizational behaviour from more contemporary theoretical point of view.

In my work experience of restaurant industry in Finland and UK we often have spoken about motivation. The ubiquitous term was most of the time linked, if not directly used for performance and had many linkages to job well-being, job satisfaction, worker turnover, positive organizational behaviour and many other closely tied terms. This raised my curiosity; if motivation is such an umbrella term in working life, then what do we know about it and what does it actually mean in its scientific term?

Another reason for selecting this topic over others is my perception of restaurant industry as a sort of a manual labour industry where days can be long, the job itself dull if not boring in terms of intellectual challenges, the future prospects are not that excellent and it is physically quite taxing. Furthermore the hierarchies within the industry are quite strict, the organizations usually have entrepreneurs quite close to daily operations and operative management has little if any power over their operations design, however much they have in running them.

These two points, the staff and managers merrily mixing the terminology and the challenges or rather the nature of the industry combined made me wonder if I could make some sense of it.

The reasons why I chose CMB-Ravintolat Oy were quite simple; they were available and interested as Juuso Kokko is the chairman of the board and also a teacher in Haaga-Helia and their organization had grown to the size of 100+ workers. The size of the company matters because after having a certain amount of units the company needs a middle management ladder in their organization further distancing the daily

work from the top management and this creates new challenges for the organization as the power distance grows.

Having a general idea of theoretical part and a company to do the research for I decided to focus on motivation. The main reason is the close ties between motivation and performance which makes the topic more lucrative to companies and also to understand a little more about motivation. After all, if we so freely spray the term, shouldn't we know at least a bit what we are talking about? Therefore a short theoretical background is necessary to cover the basics of motivation which is followed by an empirical part commissioned by CMB-Ravintolat Oy.

Theoretical part of this thesis will cover two different approaches to motivation, namely Goal Setting Theory and Self-Determination Theory. These theories were chosen over others primarily because they have different approaches, they are being developed today still, information about them is publicly available and they are the most prominent contemporary theories. Also the commissioner company wanted to get usable data from well-established theories that can be used straight away. For this particular reason SDT was chosen to be utilized for testing because it doesn't require longitudinal testing and has clear and available guidelines for improvement (Deci & Ryan, The handbook of self-determination research, 2004). Furthermore SDT has closer and better established ties to well-being at workplace, another point of interest for the commissioner company.

Empirical part of the thesis will focus on the following questions as can be answered by using SDT's existing tests and literature:

1. Which motivation types are present among the staff in CMB-Ravintolat?
2. How well is the immediate supervision supporting the staff's need for autonomy?
3. Which motivational orientations exist in the staff of CMB-Ravintolat Oy?

To answer these questions three existing questionnaires from SDT research were utilized. First test for basic psychological needs as postulated by SDT, second test to check for support for autonomy by supervision and third test to see the general orien-

tation of the staff. Also it is noteworthy that the commissioner company is looking for improvement on the company scale, not on individual units. Therefore the results handled in this work are not broken down to unit-level, but stay on company level.

Company in question for this study is CMB Ravintolat Oy which has graciously accepted my petition to be studied. CMB Ravintolat is privately owned enterprise operating mostly in capital region of Finland consisting of 9 units with around 115 workers at the time of the research.

Even though much of this type of research, and more elaborated ones, could and should be done in the most staff heavy industry in Finland, this study will only focus on one company operating in service industry in Finland. Ultimately it is important to remember that this paper isn't meant to create any new information or develop a new or existing theory, but to test whether or not a theory tested in other contexts is applicable in this context as well. With a sample this small the generality of findings is highly questionable.

The possible gains for CMB from this research are naturally the future research implications, but also the results gained from the research. Self-Determination Theory has clear implications and guidelines for organizational development based on exactly this kind of research (Gagné & Deci, 2005).

2 Introduction to motivation and brief history of motivation

Motivation as a word is derived from Latin verb “movere” that means to move or to act (Deci & Ryan, The handbook of self-determination research, 2004) (Latham & Locke, 1990). In research and study of motivation it is constructed as energization, direction and persistence of behaviour (Deci & Ryan, The handbook of self-determination research, 2004) in motivation psychology or as choice, effort and persistence of behaviour (Latham G. P., 2007) in the domain of cognitive psychology. Thus the definition or construct used in the study of motivation is somewhat different from the spoken definition of motivation. Motivation, broadly speaking, is defined as any behaviour or lack of it and the study of motivation is the study of the reasons as to

what is the cause of that particular behaviour or initiator of the behaviour, why was it chosen over others, how much resources are spent on the activity and for how long the activity is pursued (e.g. (Bandura, 1988) (Deci & Ryan, The handbook of self-determination research, 2004) (Locke & Latham, 1990)).

The founding father of motivation study in Latham's and Viteles' definitions (Latham G. P., 2007) (Viteles, 1932) is the pioneering work of Hugo Munsterberg (1913) who was the first to interview and systematically observe workers or, rather, to conduct empirical studies of workers. His personal interest was on individual differences and selection processes, however (Munsterberg, 1913).

A contemporary of Munsterberg, William James had published one of the first books on psychology *The Principles of Psychology* in 1892 but his work didn't concern with the behaviour of employees in the workplace, but with the states of consciousness with its descriptions and explanations through introspection. Introspection as a methodology relies on personal feelings and thoughts of a particular topic and this method of study is what most of the contemporary questionnaires are based on. When Rensis Likert (1932) introduced his straightforward measurement tools of attitudes the foundations of contemporary empirical research was ready.

Another contemporary, Freud, explained just about everything through sexuality and sub consciousness (Freud, 1913) which view was rejected by these two contemporaries of his. In fact it was the methodology of introspection the bore most fruit after the era of behaviourism along with Munsterberg's ground-breaking work. The radicalism in Munsterberg's work was his call to end the "dreadful monotony" and "mental starvation" in the workplaces of their time (Munsterberg, 1913, s. 1).

His call went largely unheeded as another contemporary John B. Watson founded behaviourism (Watson, 1913). Instead of introspection of James, Freud's methodology or empiricism of Munsterberg, Watson dictated the consciousness as of no importance and the only relevance was on the measurable reactions of individuals on environmental cues, be it copulating, eating, sleeping or whatever activity. One of the contri-

contributions made to psychology was that of Thorndike's Law of Effect (Thorndike, 1911) from that era. Law of Effect states that if conditions after stimuli are pleasurable for the subject, it is more likely that the response will be the same next time (Thorndike, 1911). Final contributor of that era was Frederick Winslow Taylor who founded what he called Scientific Management (Taylor, 1911). However misunderstood or misused his methods were, his work laid foundations to later work by Lawler and Porter (Lawler & Porter, 1967). Taylorism wasn't without its faults but he was the first to propose that job satisfaction is caused by job performance and not the other way around. Around the same time as Lawler & Porter the authors of SDT and GST started their work building on earlier work by aforementioned authors.

Proximal terminology need to be covered as well. As noted in the introduction the concept of motivation is somewhat blurred in the daily language and therefore the author will explain more in depth what this thesis is and is not about.

Motivation research splits motivation into three parts: First part is where an activity is being initiated, second is where one activity is selected over others and third is the time and/or amount of resources spent on that particular activity. This very generic concept of motivation encapsulates the idea although most theories have their own terminology, naturally.

Job well-being is a proximal term that is also linked to performance, but it is not motivation. This applies to job satisfaction as well as it has close ties with performance and motivation, but is not motivation. Performance is also closely tied to motivation but generally performance is the outcome of activities, not the activity itself. Positive organizational behaviour is another proximity term to motivation, but it means certain types of activities whereas motivation is any activity in its continuum. This list could be extended for quite a while, but the point is that instead of focusing on specific types of activity this thesis focuses on motivation or, decisions on activity in general.

3 Theoretical framework

In theoretical framework the author will introduce two different approaches to motivation. The reason for this is to give both the writer and the reader a more comprehensive understanding on approaches to motivation and the implications that the approaches provide.

Most of the motivation research has focused primarily on direction or persistence and secondarily on effort (Latham G. P., 2007). Furthermore, study has focused on the relative strength of motivation on activities and the effects of goal-setting (Latham & Locke, 1990), Self-Efficacy and Self-Regulation (Bandura, 1988) on motivation.

Currently in motivation research the debate has been focusing over whether or not there are different types of motivation as postulated by SDT literature or only variance in the relative strength or persistence of motivation as postulated by classic theories and thus the two different motivation theories should provide the reader with a comprehensive picture of contemporary motivation research.

3.1 Self-Determination theory

Self-determination theory (later on referred to as SDT) was developed during cognitive revolution of the study of human behaviour in the 1985 by Edward Deci and Richard Ryan based on earlier work by Deci (1972) who in turn based his early work on a now classic paper by White (1959). SDT assumes human beings as active organisms with natural tendencies toward growing, mastering and integrating new experiences into a coherent idea of self (Deci & Ryan, The handbook of self-determination research, 2004). The focal point of SDT is the interaction of the environment with these natural tendencies and the foci of research has been on the social contexts that either nurture or thwart aforementioned assumed nature of men and thus the approach is dialectical organismic (Deci E. and Ryan R 2005). SDT was founded on the controversial results attained by Deci when he studied the effects of extrinsic incentives on motivation for

his doctoral studies (Stone;Deci;& Ryan, 2008). These findings were later on confirmed by Pritchard (Pritchard & Campbell, 1977).

3.1.1 Overview

As a metatheory of human behaviour SDT consists of five minitheories to explain and explore different sets of motivational phenomena initially found in laboratory settings. The minitheories are Cognitive Evaluation theory (CET later on), Organismic Integration theory (OIT), Causality Orientations theory (COT), Basic Psychological Needs theory (BPNT) and Goal Contents theory (GCT).

Central to SDT is the distinction between extrinsic motivation and intrinsic motivation compared to amotivation. Thus, SDT doesn't measure the strength of motivation as such, but the theory explores and explains motivational differences as differences in the type of motivation rather than differences in the relative strength of motivation. Intrinsic motivation is constructed as a type of motivation in which the behaviour itself is the source interest and a source of satisfaction during the activity while the person acts volitionally, with competence and experiences autonomy during the activity. Extrinsic motivation is constructed as instrumental, or, as a type of motivation in which the activity leads to outcomes that are the source of interest and satisfaction. Furthermore, the person may not be the initiator of the behaviour but acting on other's commands, may or may not experience autonomy and competence and doesn't act out of own interest. Central to the differences between these three types of motivation is the perception of individuals and if their experience of environment or context is informative or controlling. Controlling contexts thwart innate psychological needs when informative contexts nurture them. Amotivation is constructed as a state of motivation in which the individual perceives to have no control over his actions and experiences a lack of meaning in their behaviour (Deci & Ryan, 2001).

SDT postulates three fundamental psychological needs as pre-requisites for optimal functioning, or eudaimonic well-being, namely needs for competence, autonomy and relatedness. The extent to which the environment satisfies or thwarts the satisfaction of these needs dictates, along with the individual differences in the amount of need

satisfaction required, the type of motivation that individual experiences. See figure 2.1.1 in attachments for clarification.

CET explores the phenomena in which intrinsic motivation is affected by social contexts, such as rewards, interpersonal control and ego-involvement affect intrinsic motivation. Central to CET are the effects of context on needs for autonomy and competence.

OIT is concerned with extrinsic motivation in its various forms, its properties, determinants and consequences. As seen in figure 2.1.1 the types of motivation vary depending on the perceived locus of causality (PLOC)¹ and fall along a continuum called internalization which is constructed as a process in which individuals internalize the values and/or the importance of an activity. OIT explores the contexts in which individuals internalize these values partially or fully to behave more autonomously emphasizing support for autonomy and relatedness as critical for the process.

COT was introduced to explore the phenomena in which individuals display varying types of orientations toward autonomy, control and impersonality. Autonomy orientation is typical when individuals enjoy activities for activity itself, control orientation when individuals focus on contingencies such as rewards, popularity and gains. Characteristics of impersonal orientation are anxiety, even depression and lack of competence and autonomy.

BPNT elaborates the aforementioned construct of three basic psychological needs and the relation of those and well-being. BPNT argues that the needs for competence, autonomy and relatedness are universal and thus looks for confirmation of the theory in cross-cultural and -developmental contexts. Furthermore, according to BPNT if any of these needs is not satisfied the effects should be seen in dysfunctional behaviour

¹ Perceived locus of causality is constructed as the perceived initiator of activity and or behaviour (Deci, Ryan 2005). Also it is used to refer to the amount of control exerted upon an activity by it's original developer Julian Rotter (1954)

and in contexts which fully support those, individuals should behave fully functionally. This is the theory that will be utilized in empirical part.

GCT was formulated to explore the differences in the contents of goals and their effect on well- or ill-being. According to GCT the extents to which goals provide fulfilment for basic needs individuals perceive them differently and the outcomes further lead to enhanced or hindered well-being and motivation.

3.1.2 Applications

SDT, as mentioned, was developed in a laboratory studies by Edward Deci and later on in collaboration with Richard Ryan. It has been applied to a variety of domains, but mainly it has concerned with the motivation at workplace and well-being. BPNT has been extensively used to develop work motivation (Gagné & Deci, 2005) and to offer different motivating-, and HR strategies than monetary incentives. In general SDT has been utilized in improving the quality of life or well-being of individuals by supporting their innate psychological needs. Results have been gained from the sectors of health-care, sports, school, nurseries and workplaces in general. The differentiating point of SDT from other motivational theories is the fact that in utilizing SDT patients, or people, have been able to internalize the importance of given action and they've accepted and integrated that information into their daily lives which has resulted in a better state of well-being (Deci & Ryan, The handbook of self-determination research, 2004).

3.1.3 Future directions

It seems that SDT is increasingly moving towards the exploration of so-called eudaimonic well-being². According to Deci and Ryan (Deci & Ryan, 2001) the research increasingly points that intrinsic motivation is a important part of aforesaid well-being. Also there has been suggestions to include a fourth basic psychological need to the theory, namely self-fulfilment, to contribute to the theory, but at least so far it seems that it will not be included at least in the suggested form. Much time is being spent on

² Eudaimonic well-being is defined as the optimal functioning of the human being. The difference to hedonic well-being is that eudaimonic well-being isn't pleasure seeking, but the activity itself produces well-being. The concept was first introduced by Aristotle.

developing free-to-use tools for anyone to improve their organization or daily lives. This sprung from the realization that much of contemporary science is being developed and used by specialists whereas the original idea of SDT was to be publicly available for anyone willing to utilize it. Furthermore there are ongoing studies into how exactly do we internalize values of information to build a coherent self and how it is exactly that we could enhance or improve this process. Latest research have taken medical science and technology into play as well by running tests on participants under surveillance by functional Magnetic Resonance Imaging, however the cost of these tests is yet so high that it will only contribute in small amounts to the literature and is perceived more important from the side of clinical psychology.

3.2 Goal-Setting theory

Originally developed by Locke (Latham & Locke, 1990) and later on in collaboration with Latham in short, goal setting theory asserts that setting relevant and meaningful but high goals results in higher performance. GST is the most prominent theory in the contemporary field of motivational psychology at the moment according to Mitchell and Daniels (Mitchell & Daniels, 2003). GST constructs motivation as choice, effort and persistence of behaviour, unlike SDT for example.

3.2.1 Overview

As noted earlier, the main argument of GST is that setting high, meaningful goals is the key to higher performance. There are, however, important points to be considered when understanding the postulations of the theory.

First of all we all have certain set of needs. These needs are transformed into values that are followed by actions or goals based on the values. Goals in turn dictate what people choose to act on, or the direction of behaviour, the value and the difficulty of the goal dictates how much resources we spend on it and what kind of emotions it arises within us. Lastly goals affect the persistence of behaviour (Latham G. P., 2007).

Important in GST is the way the goals are set and if they are set in group performance or for a single person. If goals are framed in positive light and failures are not punished the performance is higher than in situations where goals are framed in negative light and failures are punished. Also stress is increased when negative framing is used.

Group goals versus individual goals also affect performance. Findings by Seijts and

Latham (Seijts, Latham, 200b) confirm the speculation that social contextual factors affect group performance. If individual goals are contradicting with group goals the overall performance is lower, yet this can be overcome by setting goals as a group or negotiating goals together (Latham G. P., 2007).

On difficult and valuable goals goal commitment is the single most important attribute in a person. Goal commitment is constructed as external factors (authority, peer influence and external rewards), interactive factors (participation and competition) and internal factors (expectancy and internal rewards) and in a situation where high goals are set they do not work at all unless there is goal commitment (Latham & Locke, 1990).

Goal regulation is the second prerequisite for higher performance. Goal regulation means simply if the goal is constant or if it is adjusted over time. Affect and feedback were found to affect goal regulation directly (Ilies & Judge, 2005). If affect is low and feedback is negative people tend to shift their goals lower while doing the opposite when affect is high and feedback is positive.

Self-efficacy affects high performance as well. Self-efficacy is constructed as the confidence in own abilities of attaining high goals. Self-Efficacy was first postulated by Bandura in his Social-Cognitive Theory (Bandura, Social Foundations of Thought and Action: A Social Cognitive Theory, 1986).

Also important are the types of goals. Learning goals are more efficient when knowledge isn't sufficient to achieve high goals whereas performance goals are more efficient when knowledge exists and is within disposal (Latham & Pinder, 2005).

All these attributes together mean that when we set or are given valuable and meaningful high goals, we commit to the goals, the goals are not in direct contradiction with our own goals, we get positive feedback on our performance and we are positively affective to the goal and we believe in our own ability to achieve that goal we should be higher performers than if we don't set goals or goals are vague (do your best) (Latham G. P., 2007).

3.2.2 Applications

Since its release by Locke in the late 70's, much as SDT, GST has been applied over time to many domains but has mainly been used in work settings. In his book Gary Latham (Latham G. P., 2007) presents many examples of how high goals have increased performance. Mainly what has been found is that regardless of the setting (manual labour, creative tasks etc.) setting high performance goals has always given better results than not setting goals at all or setting vague goals.

3.2.3 Future directions

Researchers of GST have been starting to focus on the process of how needs are turned into values and how these in turn become actions or goals (Latham G. P., 2007). Furthermore Latham calls for better collaboration among various domains of psychology. The increases in amount of research that has been done over past 30 years has accumulated vast amounts of information, yet the field of psychology is becoming more and more sporadic and new theories are popping out constantly, which doesn't benefit the general audience at all (Latham G. P., 2007). In regards of GST the development area is focusing on the goal contents and choice of behaviour. What is under the scrutiny of the community at the moment is specifically the mechanisms affecting the general processes of GST and therefore the theory isn't actually expanding anymore, but becoming more in-depth (Lieberman, 2007).

3.3 Qualitative motivation versus quantitative motivation

Before going into comparisons of different approaches to motivation it is noteworthy to mention that both approaches seem to work. GST indeed increases performance (Latham G. P., 2007) and so does SDT. Furthermore, both approaches also affect job satisfaction and to some extent well-being. There are some fundamental differences, however.

Whereas GST concerns mainly with motivation SDT provides a wider approach to well-being. As this work focuses on motivation the author will also. GST postulates that motivation differs only in relation whereas SDT postulates that the differences are actually in the type of motivation instead of relative strength of motivation. There is a very important point between these two approaches. Utilizing GST would mean longi-

tudinal intervention studies that are not required by SDT. Also GST doesn't offer a meaningful tool to measure so called "good-enough" level of motivation because motivation is always measured in relation to some score (Latham G. P., 2007). Therefore GST is actually unusable for this kind of thesis where only one study is done. This slightly problematic feature isn't present in SDT which provides ready tools to measure both one-time samples and longitudinal studies.

Both SDT and GST share many similarities, for example the goal contents of SDT versus meaningfulness of goals in GST. Furthermore GST has a construct of self-efficacy which is almost similar to SDT's construct of competence. Regardless of these similarities between the theories the main difference is the fact that SDT provides a scale with which to work on. SDT was chosen mainly for this reason as the commissioner company wanted to get results to work on, for obvious reasons.

Furthermore no questionnaires for GST were available whereas SDT readily distributes all questionnaires for free with scoring information available. Therefore SDT was overwhelmingly better choice for this paper.

4 Research

The research was conducted by utilizing three questionnaires (see attachments for original questionnaires and translated ones) developed during the development of SDT (Deci & Ryan, The handbook of self-determination research, 2004). The questionnaires were first back-translated and then contextualized for restaurant environment by the author. Questionnaires are quantitative in nature utilizing a 7-point likert-scale to measure the respondent's perception by introspection. The company under research is CMB restaurants who had 115 workers in 9 units at the time of the research. Questionnaires were delivered to participants by utilizing a Samsung S2 tablets and data was collected to webropol research pool. This manner of delivery was used as the commissioner company wanted to test the usability of the tablets for later use as well, it was environmentally friendly and keying in the responses was not required. The research is quantitative in nature.

4.1 Methodology

The questionnaires

The questionnaires were attained from existing SDT literature and have been proven for internal and external reliability and validity in previous research (Deci & Ryan, The handbook of self-determination research, 2004). Back-translation was used to verify the integrity and reliability of the translation whereas contextualization of the questions was done by the author to make the questions more industry specific.

All of the questionnaires use a standardized 7-item Likert-scale.

Even as the motivation types are qualitative in nature, the forms use quantitative measures to allow for more advanced statistical analysis.

First form was the basic need satisfaction at work questionnaire. The form consists of 21 questions to measure the fulfilment of 3 basic psychological needs at workplace. This form is the most widely used in the SDT-research and was attained from <http://www.selfdeterminationtheory.org/> (10.5.2011), a SDT portal for contemporary research and updates. Questions 3,4,7,11,15,16,18,19 and 20 were reverse-scored meaning that the answer value was subtracted from 8 to get the correct value. After correcting reverse-scored answers all the values for their respective sub-scales were averaged for individual respondents. Questions 1,4,8,11,14,17 and 20 measured autonomy, 3,5,10,13,15 and 19 measured competence and 2,6,7,9,12,16,18 and 21 measured relatedness. Once this was done the averages were ready to be used.

Second questionnaire used was the work climate questionnaire that has been developed to measure the autonomy support of the managers in the company in general from the worker perspective. WCQ has a long 15-item version and a shorter 6-item version of which the longer was selected as the commissioner company requested as in-depth study as possible. Question 13 was reverse scored in the same manner as in the first form. This form was attained also from <http://www.selfdeterminationtheory.org/> (19.11.2011). After reverse-score was corrected the answers were averaged after which they were ready to be used. Higher scores on this scale meant higher autonomy sup-

port from the supervisor or manager, while lower scores meant lesser autonomy support.

Third form was the general causality orientations scale, developed to measure the motivational orientation of the person in question. GCO-scale is the longest of the three, having 12-vignettes each of them having 3 questions inside. This form was also attained from <http://www.selfdeterminationtheory.org/> (7.2.2012). Scoring of this form was the most complicated as each vignette had one question for one orientation, namely autonomy, control and impersonal. Autonomy orientation was measured as follows: 1-c, 2-a, 3-c, 4-a, 5-a, 6-b, 7-b, 8-c, 9-c, 10-b, 11-b, 12-a; Control orientation 1-b, 2-c, 3-a, 4-b, 5-c, 6-c, 7-a, 8-a, 9-b, 10-c, 11-a, 12-b; Impersonal orientation 1-a, 2-b, 3-b, 4-c, 5-b, 6-c, 7-c, 8-b, 9-a, 10-a, 11-c, 12-c. Answers for Autonomy Orientation, Control Orientation and Impersonal Orientation were averaged by summing the totals together and then dividing them by the amount of questions under their respective sub-scale after which they were ready for use.

Fourth questionnaire for the management was also used, but due to low amount of answers (5) it was discarded. The form measured the autonomy or control support of managers from their perspective.

See attachments for all of the questionnaires and originals.

4.2 Results

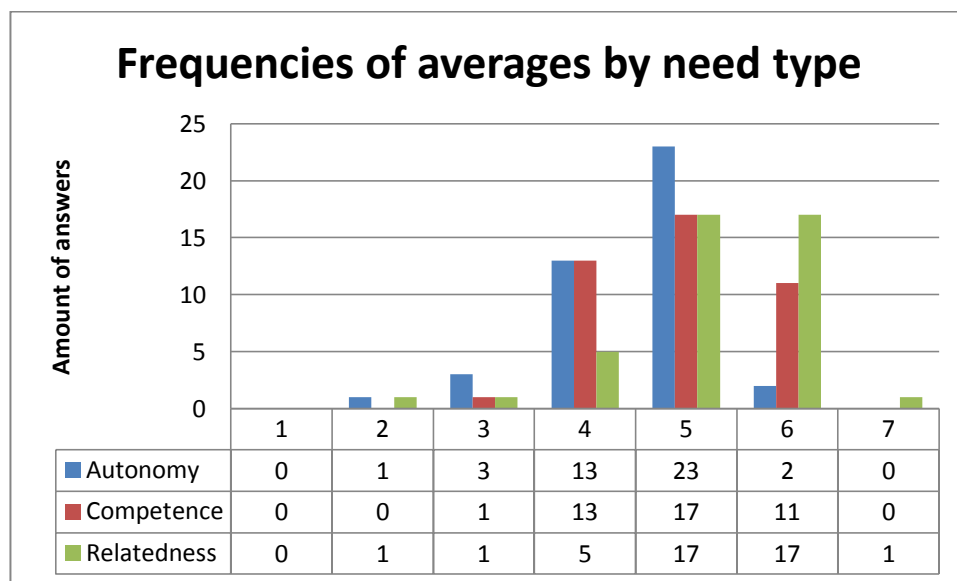
42 fully completed forms were returned giving a final response rate of 36,5%. Due to low amount of answers no advanced statistical analysis can be performed on the data. Therefore all values will be presented independently from each other. Key figures presented for all forms will be frequencies of averages for general overview, highest scores from 6-7 in comparison to lowest 1-2 and mode. Form-specific statistics will be presented in respective sub-headings. Also it is noteworthy that the scores under scrutiny are averages, not individual answers. For the reason of clarity of presentation decimals were cleaned as follows: 1 represents scores from 1,00 to 1,99 2,00 scores

from 2 to 2,99 3 scores from 3,00 to 3,99 4 scores from 4,00 to 4,99 5 scores from 5,00 to 5,99 6 scores from 6,00 to 6,99 and 7 is 7,00. Due this simplification highest scores are very rare in this document, but the originals are available on request and as an attachment at the end of this document.

4.2.1 Basic Psychological Needs, Form 1

As noted before, the first form measured the fulfilment of three basic needs on a 7-item Likert-Scale. Scoring was broken down into three subscales, autonomy, competence and relatedness as instructed in the original questionnaire. Higher scores indicate higher experiences of relevant need while lower scores indicate lower experience of relevant need.

Graph 1



Frequency of averages chart 1 shows clearly that most answers fell within the range of 4-6 (93% of all answers). Autonomy was the most evenly distributed variable, competence being the second and relatedness giving the highest amount of high-value scores. Vast majority of all answers (94,4%) gave neutral or positive values (scores of 4 or above). Need for autonomy has most of the answers around the average of 4 (92,8% of answers in the range of 3 to 5) however the cleaning of decimals should be kept in mind when interpreting the results. Competence had slightly more positive values as the majority of answers fell in the range of 4-6 (97,6%). Relatedness gave highest values, the majority of answers falling between the range of 5-7 (83,33%).

Graph 2

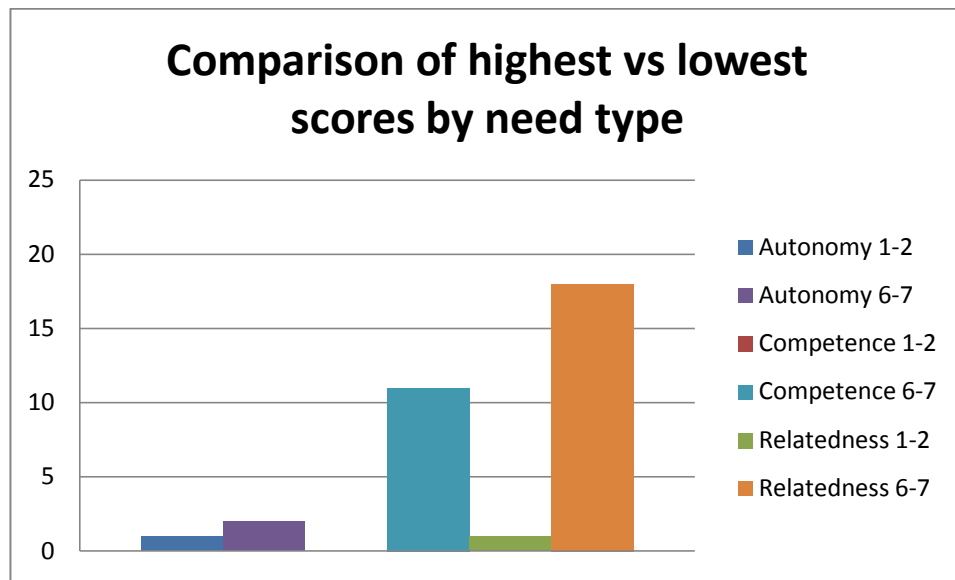


Chart 2 shows clearly that autonomy had most of the answers outside the extremes of 1-2 or 6-7. Competence had no answers in the lowest segment while having more in the highest end. Relatedness shows one in the lowest segment and almost half the answers in the highest. Needs for competence and relatedness were clearly satisfied to fuller extent than the need for autonomy.

Mode for autonomy was 5, as it was for competence and 5 and 6 had equal amount of averages for the need of relatedness.

4.2.2 Autonomy support of supervisor, Form 2

Second form measured the perceived autonomy support of immediate supervisor or manager. Scoring was done by averaging the answers after reversing the score of question 13. Higher scores on this scale represent higher experiences of autonomy support compared to lower scores representing lesser experiences of autonomy support.

Graph 3

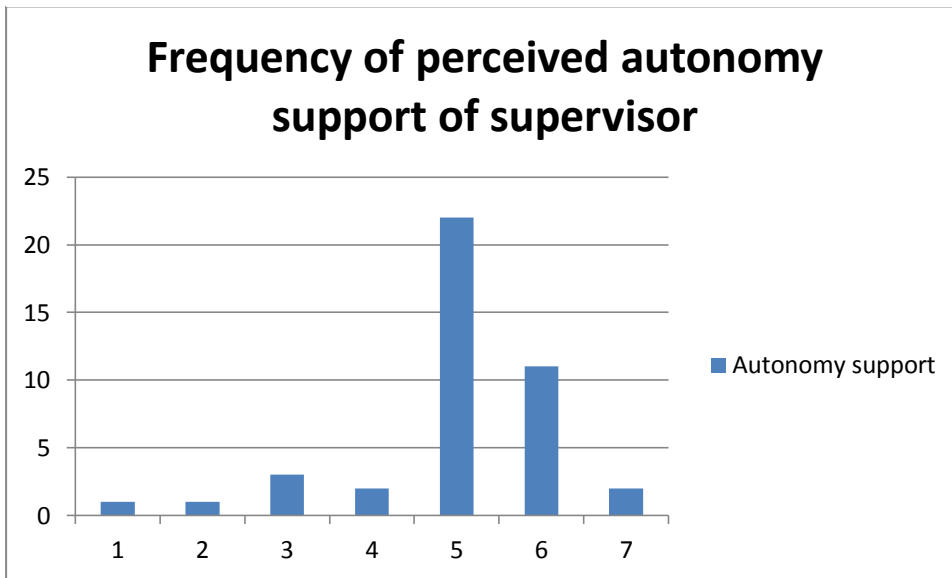


Chart 3 shows the frequencies of score averages. Majority of averages were giving results above neutral answer of 4 (5-7 being 83,33% of all answers). Above neutral results were also more frequent on the end of 6-7 than below neutral answers at the end of 1-2 (top part being 30,95% of all answers vs. bottom 4,7% of all answers). Mode for form 2 was 5, a slightly positive perception of autonomy support.

4.2.3 General Causality Orientations Scale, Form 3

Third form measured the general orientation of respondents towards autonomy, control or impersonal orientation. Scoring was done by averaging individual answers per respondent into three sub-scales, autonomy orientation, control orientation and impersonal orientation. Higher scores indicate higher orientation towards respective scale. Due to complexity of this questionnaire sub-scales will be presented one at the time to preserve the clarity and readability of the document. Full chart is included as an attachment at the end of the document.

Graph 4

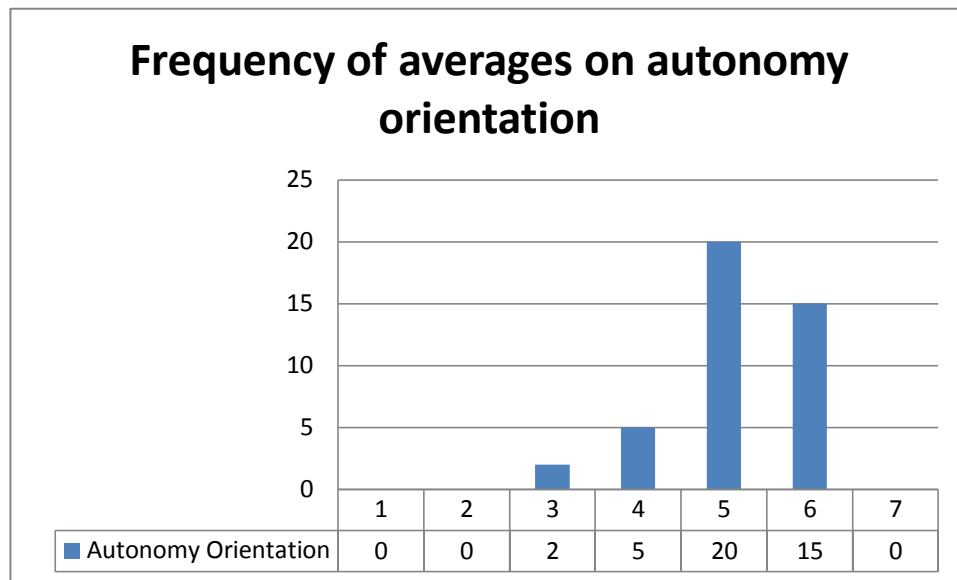


Chart 4 shows the frequencies of averages on autonomy sub-scale. Majority of the answers were on the range of 4-6 (95,2%), no respondent gave answers at the bottom extreme of 1-2 nor at the maximum of 7. Mode was 5.

Graph 5

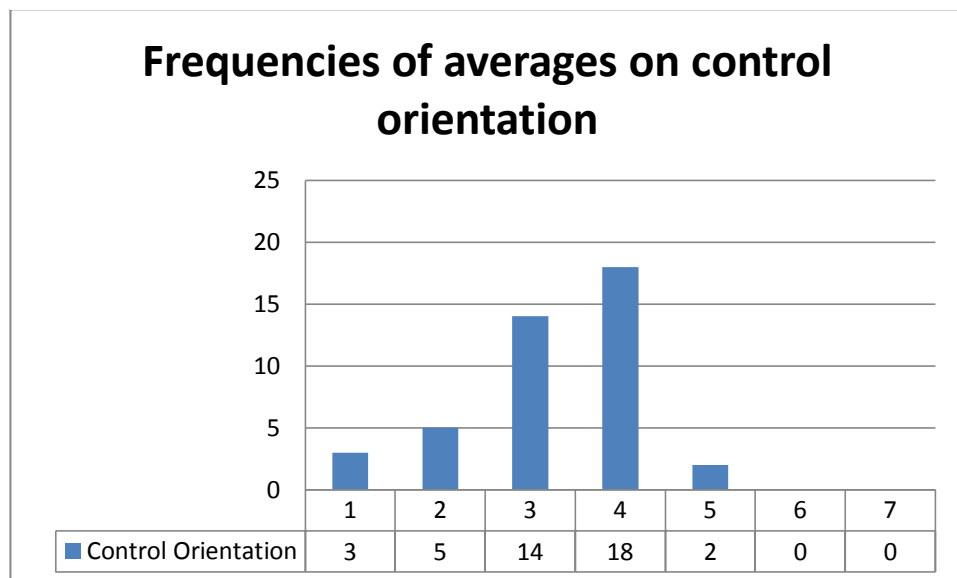


Chart 5 shows the frequencies of averages on control sub-scale. Majority of the answers were neutral or below (95,2%) only two answers getting average of 5 while no answers were on the range of 6-7. Mode was 4, the neutral.

Graph 6

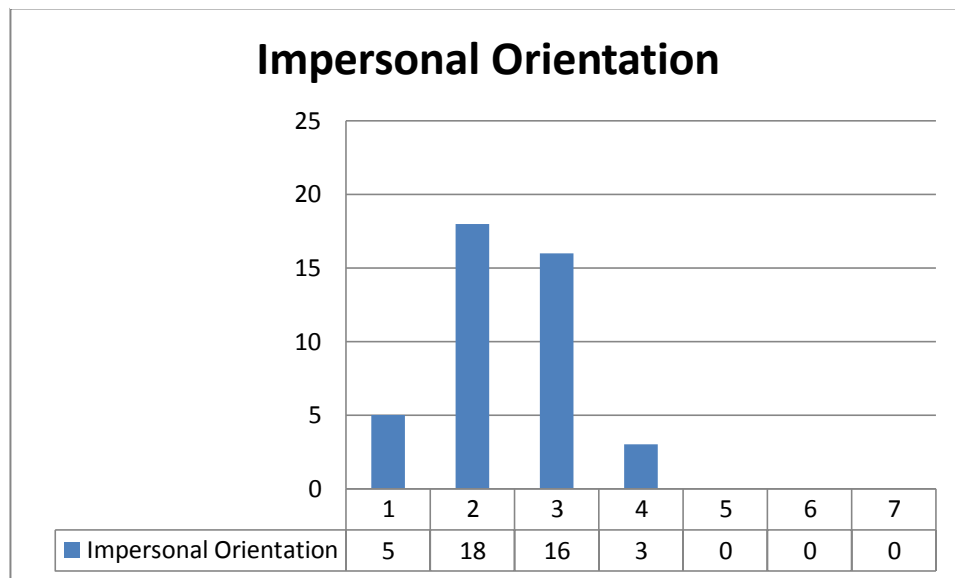


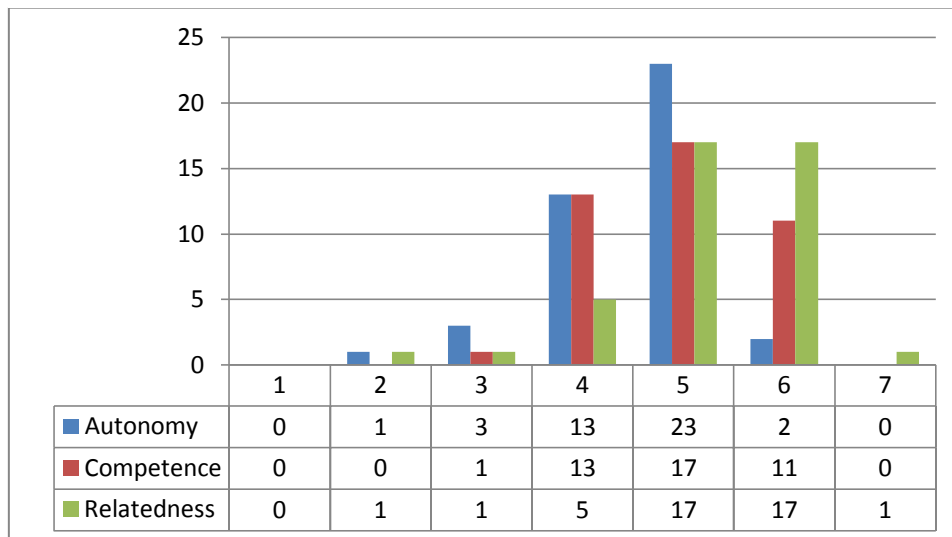
Chart 6 shows the frequencies of averages on impersonal sub-scale. Majority of the averages were between 1-3 range (92,9% of all answers), no answers were given on top end of the range of 5-7. Mode was 2.

4.3 Discussion on results

First of all, it is important to look at the results not from the perspective of what they are showing, but critically evaluate if they are sound.

Questionnaires themselves have been proven for internal validity and reliability on many occasions (Deci & Ryan, The handbook of self-determination research, 2004), but in this case they were translated and that verification is lost. Therefore the results could, just as well as they could not be, valid and reliable. The sample size is not big enough to run any statistical tests and thus they're discarded meaning that the sample cannot be tested for statistical accuracy to see if the results are random or not. Furthermore the contextualization of questions was done by one person based on his own experience that mainly comes from the same industry but from outside of Helsinki, another weakness due to local circumstances that are likely different from the rest of Finland. Although answering was voluntary, the author did not visit all the premises to tell this and thus the results could be biased. Also the results should be considered as representing CMB-Ravintolat Oy as a whole, not on individual unit level. The method of delivery was tested to be reliable and no data loss occurred by using tablets and Webropol. Therefore we should be extremely careful interpreting the results as they are equally likely to be valid and reliable as they are not.

Graph 7

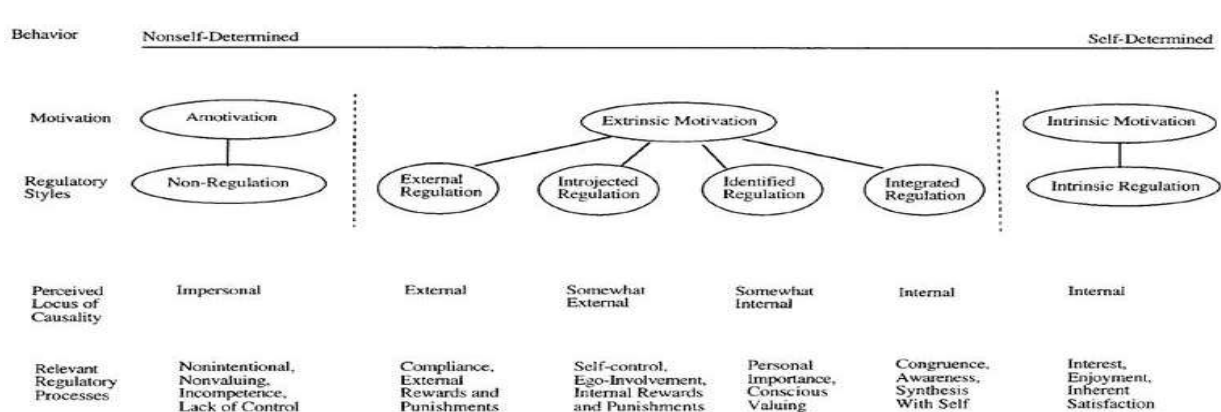


The first question was to explore the motivation types amongst the CMB staff.

Looking at the results and interpreting them according to Deci and Ryan (Deci & Ryan, The handbook of self-determination research, 2004) it seems that most of the respondents have extrinsic motivation types from the better end of the continuum. Most of the answers are above the average of four giving the prominent motivation type of identified regulation in which staff recognize what is important yet perceive the initiator of action to be somebody or something else than themselves or their needs.

They give value to the tasks, realize their importance to the organization but they don't act of their own interest, but that of something else. Broadly speaking the motivation

Picture 1

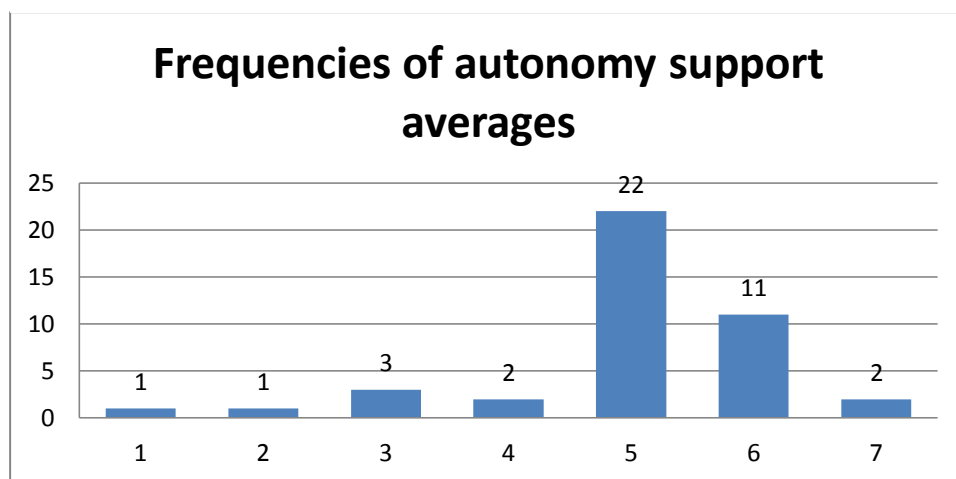


integrated regulation as no one seems to be motivated intrinsically. Generally this means that most if not all of them have understood to some extent the importance of their role for the organization yet they are not organically part of the organization, or

they have not integrated the values of the organization into their own selves as would be the optimal situation (Deci & Ryan, The handbook of self-determination research, 2004).

Looking at the results more closely it seems that the staff doesn't experience enough autonomy in their tasks while they are quite competent at completing the given tasks and interestingly enough they're quite content with their staff relations. This seems to follow the author's experience in which being at work is quite ok, the tasks are manageable if not even easy and for whatever reason it is indeed autonomy that is lacking in most organizations. The results also clearly shows that staff is more internally motivated than externally, and that there are no amotivated people.

Graph 8



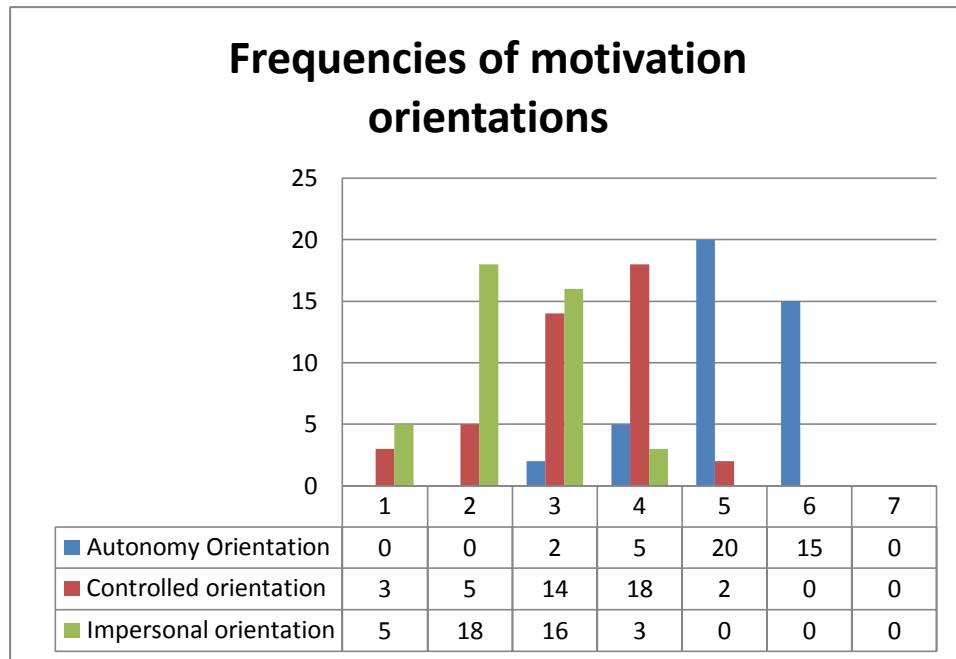
Second question was to explore the extent to which the immediate management or supervision is supporting their subordinates need for autonomy.

As the chart above demonstrates most of the staff has above average perception of autonomy support. Some of the respondents gave very low scores indicating that even though they experience autonomy in their work, that autonomy support is not coming from immediate supervision, an interesting point. The importance of autonomy support springs from the need to experience autonomy. According to SDT if there is a clear lack in autonomy support, then our natural needs are thwarted which leads to extrinsic motivation or in the worst case to amotivation. This means that the staff will

be less efficient, be more likely to change jobs, be more likely to exhibit negative organizational behaviour and act in poorer manner in general (Deci & Ryan, The handbook of self-determination research, 2004).

Third question was to explore the different motivational orientations of the staff of CMB-Ravintolat Oy.

Graph 9



As the graph above shows, the most prominent motivational orientation is autonomy, controlled being the second while impersonal orientation is the least common. As stated in SDT literature no person is just one orientation, but we all have them to some extent (Deci & Ryan, The handbook of self-determination research, 2004). The importance is that which one is the most dominant. As the results show, most of respondents are oriented towards autonomy while retaining some amount of control orientation and also slight amounts of impersonal orientation. The results of third question fall into the same category as previous ones; the staff requires some extent of autonomy. Also the results fall into the same range as they have typically fallen in other studies of western countries (Deci & Ryan, The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior, 2000). It seems that while the staff is generally oriented towards autonomy they also require some amount

of controlling environment and support to function optimally as postulated by SDT (Deci & Ryan, 2001).

5 Conclusions

In general it can be said that the staff of CMB-Ravintolat Oy is quite well motivated. The most common answers all fall into the above-average range. It also seems that the questionnaires are giving same type of answers as they do in other contexts and cultures (Gagné & Deci, Self-determination theory and work, 2005) meaning that the translation was successful enough. The delivery method was successful and the answer rate acceptable. The sample was representative of total population even if not all the units gave same percentage of responses of total staff in the units. As no statistical methodology could be applied, the conclusions and recommendations are limited to show only what was found without being able to show the general applicability of the findings.

The fulfilment of basic needs is working best on relatedness and competence section while autonomy is clearly lacking a bit. The lack of autonomy support is also evident in the sample population regardless of the general orientation towards autonomy in the sample.

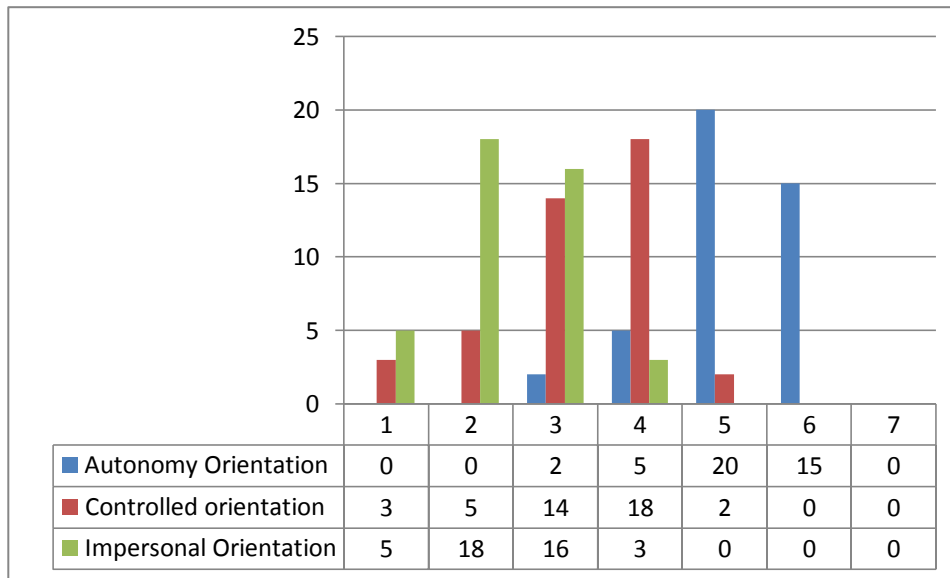
Fundamentally the conclusion from this study is that while the staff is doing good, it could be doing better by improving the autonomy support, general autonomy of the work itself and taking autonomy orientation into account as well. As is the author's experience the work itself doesn't require that much on the entry level and future possibilities are somewhat limited. Increasing future possibilities by having more versatile tasks and positions within the organization could lead to better results with this kind of workforce (Kraimer;Seibert;Wayne;Liden;& Bravo, 2010). Also allowing the staff more leverage on making decisions and giving them control over their own work would help (Gagné & Deci, Self-determination theory and work, 2005). Important note is also the autonomy support of immediate management. Even if the work has more versatile tasks and the staff can affect their work, if the supervision doesn't actively support

their subordinates those efforts are in vain. This could mean changing the role of management into more supportive or facilitative role instead of controlling or managing (Lam & Gurland, 2008).

The research itself was somewhat limited. The original plan to test the tenets of SDT were dropped quite early in the process and the research part was limited to only show what was the state of CMB Ravintolat Oy. It seems that tablets are a good way of delivering questionnaires to participants and the use of Webropol or other internet-based data gathering system helps enormously in data handling. The postulations of SDT are interesting, especially when the outcomes of the research are this close to findings in other contexts (Gagné;Forest;Gilbert;Aubé;Morin;& Malorni, 2008). It would be recommendable to run this kind of experiment on a larger scale in the future to see if the results are actually correct or just randomly correct on this one occasion.

Due to the size of the statistics they could not be included as a part of attachments but they are available upon request from the author.

6 Attachments

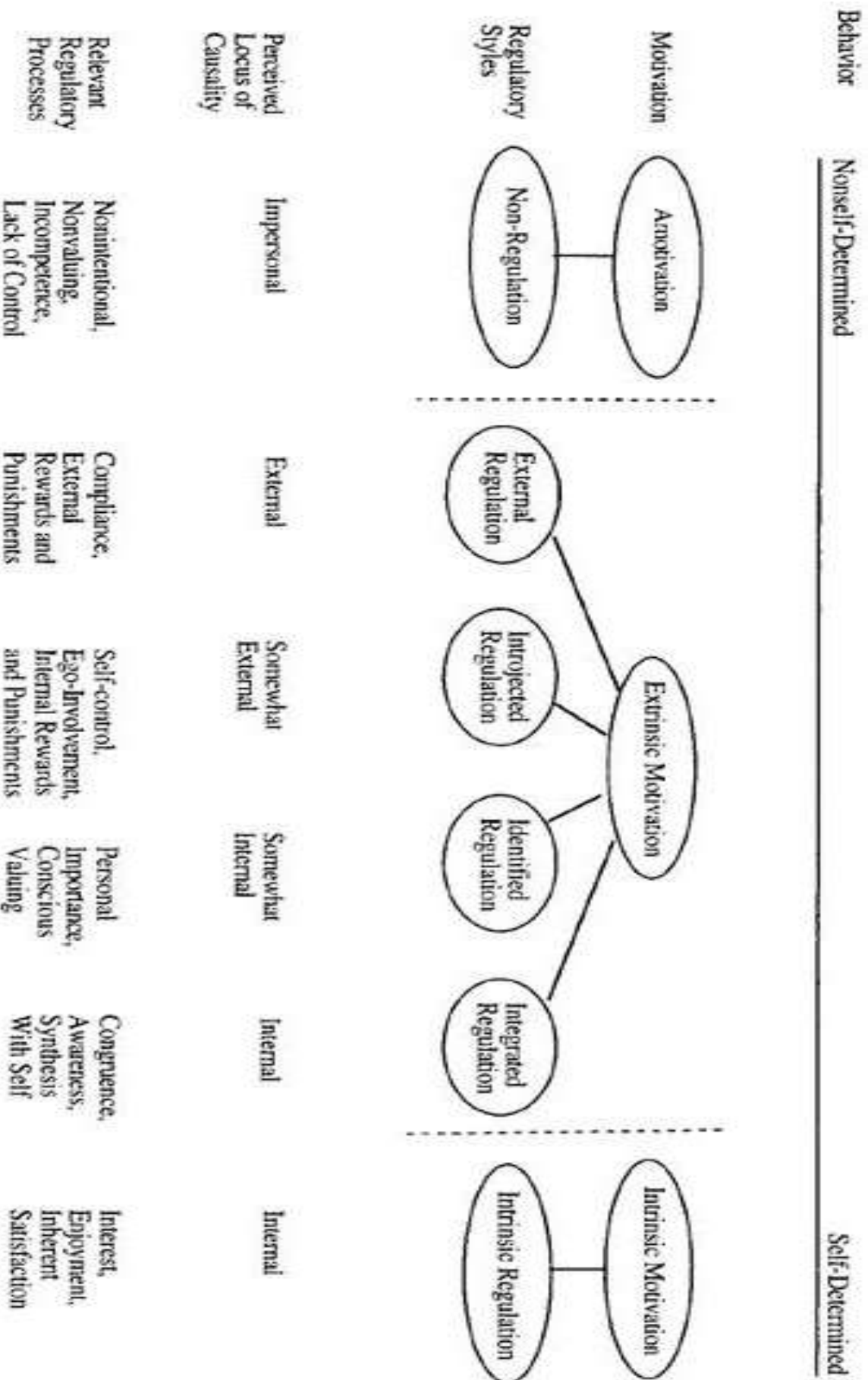


Graph 1

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Attachments

Attachment 2. Report structure

Cover	
placed on fixed template	
Abstract	
placed on form template	
Abstract (in a second language)	
placed on form template (when required)	
Table of contents	
Introduction	Public → Private
<ul style="list-style-type: none"> – general introduction – objectives – concepts 	
Contents	
<ul style="list-style-type: none"> – content in accordance with the task – for example, the thesis will cover the theoretical part and the empirical part 	
Discussion	Private → Public
<ul style="list-style-type: none"> – personal interpretation and analysis – assessment of personal learning experience 	
Bibliography	
Attachments	

Perustarpeiden täytyminen työssä

Kun olen töissä

Seuraavat kysymykset koskevat sitä, miten olet kokenut työsi viimeisen vuoden aikana. (Jos olet ollut nykyisessä työssäsi alle vuoden, on kyse koko siitä ajasta, jonka olet tätä työtä tehnyt.) Olkaa hyvä ja ilmoittakaa kuinka paikkansapitävä kukin seuraavista väittämistä on teidän kohdallanne, mitä tulee kokemuksiinne nykyisessä työssänne. Muistakaa, ettei esimiehenne koskaan saa tietää, kuinka olette vastannut kysymyksiin. Olkaa hyvä ja käyttäkää kohtiin vastatessanne seuraavaa asteikkoa:

1	2	3	4	5	6	7
ei lainkaan				jokseenkin		erittäin
paikkansapitävää	paikkansapitävää	paikkansapitävää	paikkansapitävää	paikkansapitävää	paikkansapitävää	paikkansapitävää

1. Minusta tuntuu, että pystyn hyvin vaikuttamaan päätöksiin siitä, kuinka työtäni tehdään.
2. Minä todella pidän ihmisistä, joiden kanssa työskentelen.
3. En tunne itseäni kovinkaan eteväksi, kun olen töissä.
4. Ihmiset töissä sanovat minulle, että olen hyvä siinä, mitä teen.
5. Tunnen, että töissä minuun kohdistuu paineita.
6. Tulen toimeen työtovereideni kanssa.
7. Viihdyn yleensä omissa oloissani, kun olen töissä.

8. Olen vapaa ilmaisemaan työhön liittyviä ajatuksiani ja mielipiteitäni.
9. Pidän työtovereitani ystävinäni.
10. Töissä minulla on ollut mahdollisuus oppia mielenkiintoisia uusia taitoja.
11. Kun olen töissä, minun pitää tehdä, mitä käsketään.
12. Useimpina päivinä tunnen saavuttaneeni jotain työnteolla.
13. Tunteeni otetaan töissä huomioon.
14. Töissä minulla ei juurikaan ole mahdollisuuksia näyttää, mihin kykenen.
15. Ihmiset töissä välittävät minusta.
16. Töissä ei ole kovinkaan monta ihmistä, joiden kanssa olisin läheisissä väleissä.
17. Minusta tuntuu, että voin töissä olla aika lailla oma itseni.
18. Työtoverini eivät vaikuttaisi pitävän minusta kovinkaan paljon.
19. Kun teen työtä, en useinkaan tunne itseäni kovin pystyväksi.
20. Minulla ei ole juurikaan mahdollisuuksia päättää itse, miten teen työtäni.
21. Ihmiset töissä ovat melko ystävällisiä minua kohtaan.

Scoring Information. Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are:

Autonomy: 1, 5(R), 8, 11(R), 13, 17, 20(R)

Competence: 3(R), 4, 10, 12, 14(R), 19(R)

Relatedness: 2, 6, 7(R), 9, 15, 16(R), 18(R), 21

* * * * *

The Work Climate Questionnaire (WCQ)

The WCQ has a long form containing 15 items and a short form containing 6 of the items. The questionnaire is typically used with respect to specific work settings, such as teams or work groups that have one manager, and the wording can be changed slightly to specify the particular situation being studied. In these cases, the questions pertain to the autonomy support of the respondent's manager. If, however, the WCQ is being used to assess a general work climate that goes beyond a particular work group, the questions are stated with respect to the autonomy support in general of the managers of that company, department, or organization. Below, you will find the 15-item version of the questionnaire, worded in terms of "my manager" (or supervisor). If you would like to use the 6-item version, simply reconstitute the questionnaire using only items # 1, 2, 4, 7, 10 and 14.

Scoring: Scores on both the 15-item version and the 6-item version are calculated by averaging the individual item scores. However, for the long version, before averaging the item scores, you must first "reverse" the score of item 13 (i.e., subtract the score on item 13 from 8 and use the result as the item score for this item--for example, the score of 3, when reversed would become 5). Higher average scores represent a higher level of perceived autonomy support.

* * * * *

Työympäristökysely

Tämä kysely sisältää kohtia, jotka käsittelevät kokemustanne siitä esimiehestä, joka on teitä kaikkein lähimpänä oleva johtohenkilö. Esimiehillä on erilaisia tyylejä käsitellä työntekijöitä, ja tahtoisimme tietää enemmän siitä, miten olette kokenut kohtaamisenne

kyseisen johtajan kanssa. Vastauksenne ovat luottamuksellisia. Olkaa hyvä ja olkaa rehellinen sekä suorasanaainen.

1. Koen, että esimieheni antaa minulle valinnanvapauden ja vaihtoehtoja.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

2. Koen, että esimieheni ymmärtää minua.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

3. Pystyn töissä puhumaan esimiehelleni avoimesti.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

4. Esimieheni on ilmaissut luottamusta kykyyni menestyä työssäni.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

5. Koen, että esimieheni hyväksyy minut.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

6. Esimieheni on pitänyt huolta siitä, että olen todella ymmärtänyt työni tavoitteet sekä sen, mitä minun on tehtävä.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

7. Esimieheni on rohkaissut minua esittämään kysymyksiä.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

8. Tunnen vahvaa luottamusta esimiestäni kohtaan.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

9. Esimieheni vastaa kysymyksiini tyhjentävästi ja huolella.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

10. Esimiehini kuuntelee näkemystäni minulle sopivista työtavoista.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

11. Esimieheni käsittelee ihmisten tunteita erittäin hyvin.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

12. Koen, että esimieheni välittää minusta ihmisenä.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

13. En oikein pidä tavasta, jolla esimieheni puhuu minulle.

1	2	3	4	5	6	7
täysin		ei samaa eikä				täysin
eri mieltä		eri mieltä				samaa mieltä

14. Esimieheni yrittää ymmärtää minun ajattelutapaani ennen kuin ehdottaa uutta tapaa hoitaa asioita.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

täysin	ei samaa eikä	täysin
eri mieltä	eri mieltä	samaa mieltä

15. Koen, että pystyn jakamaan tuntemuksiani esimieheni kanssa.

1	2	3	4	5	6	7
täysin			ei samaa eikä			täysin
eri mieltä			eri mieltä			samaa mieltä

* * * * *

Articles that have Used the Work Climate Questionnaire

Baard, P. P., Deci, E. L., & Ryan, R. M. (2000). Intrinsic need satisfaction as a motivational basis of performance and well-being at work. Unpublished manuscript, Fordham University. (Available from any of the authors.)

The General Causality Orientations Scale (GCOS)

Scale Description

This scale assesses the strength of three different motivational orientations within an individual. These orientations, labeled Autonomy, Controlled, and Impersonal, are understood as relatively enduring aspects of personality, and each orientation is theorized

to exist within each individual to some degree. There are three subscales to the measure, and a person gets a score on each subscale.

The **Autonomy Orientation** assesses the extent to which a person is oriented toward aspects of the environment that stimulate intrinsic motivation, are optimally challenging, and provide informational feedback. A person high in autonomy orientation tends to display greater self-initiation, seek activities that are interesting and challenging, and take greater responsibility for his or her own behavior.

The **Controlled Orientation** assesses the extent to which a person is oriented toward being controlled by rewards, deadlines, structures, ego-involvements, and the directives of others. A person high on the controlled orientation is likely to be dependent on rewards or other controls, and may be more attuned to what others demand than to what they want for themselves. In the U.S., at least, a person high in the controlled orientation is likely to place extreme importance on wealth, fame, and other extrinsic factors.

The **Impersonal Orientation** assesses the extent to which a person believes that attaining desired outcomes is beyond his or her control and that achievement is largely a matter of luck or fate. People high on this orientation are likely to be anxious and to feel very ineffective. They have no sense of being able to affect outcomes or cope with demands or changes. They tend to be amotivated and to want things to be as they always were.

The GCOS (Deci & Ryan, 1985a) is available in two forms. The original scale that is well validated and has been widely used consists of 12 vignettes and 36 items. Each vignette describes a typical social or achievement oriented situation (e.g., applying for a job or interacting with a friend) and is followed by three types of responses--an autonomous, a controlled, and an impersonal type. Respondents indicate, on 7-point Likert-type scales, the extent to which each response is typical for them. Higher scores indicate higher amounts of the particular orientation represented by the response. Thus, the scale has three subscales--the autonomy, the controlled, and the impersonal subscales--and subscale scores are generated by summing the individual's 12 responses on items corresponding to each subscale. A description of the 12-vignette version of the scale construction appears in Deci and Ryan (1985) along with data that support the instrument's

reliability and validity. For example, the scale has been shown to be reliable, with Cronbach alphas of about 0.75 and a test-retest coefficient of 0.74 over two months, and to correlate as expected with a variety of theoretically related constructs.

There is also a 17-vignette version of the scale (with 51 items). It has the original 12 vignettes and the original 36 items. However, 5 vignettes and 15 items (5 autonomy, 5 controlled, and 5 impersonal) have been added. The new vignettes and items are all about social-interactions because the original vignettes were heavily oriented toward achievement situations. The new vignettes with their items are scattered throughout, so the order of items is not the same in the two versions of the GCOS. The 17-vignette version has been used successfully in various studies (e.g., Hodgins, Koestner, & Duncan, 1996).

Causality Orientations Theory presents a perspective on individuals' general motivational orientations that is complimentary to the more domain-specific approach of the Self-Regulation Questionnaires (e.g., Ryan & Connell, 1989) which considers reasons for engaging in a particular behaviors such as doing one's school work. According to the more general GCOS perspective, it is possible to assess an individual's tendency to orient to and be guided by each of three general sources of behavioral regulation.

High *autonomy orientations* have, in past research, been associated with higher levels of self-esteem, ego development, and self-actualization (Deci & Ryan 1985) as well as greater integration in personality (Koestner, Bernieri, & Zuckerman, 1992). Cardiac-surgery patients high on the autonomy orientation were found to view their surgery more as a challenge and to have more positive post-operative attitudes, whereas those low on the autonomy orientation viewed their surgery more as a threat and had more negative post-operative attitudes (King, 1984). The *controlled orientation*, in contrast, has been related to the Type-A, coronary prone behavior pattern and to public self-consciousness (Deci & Ryan, 1985). Finally, the *impersonal orientation* has been found to predict higher levels of social anxiety, depression, and self-derogation (Deci & Ryan, 1985), and to discriminate restrictive anorectic patients from patients with other subtypes of eating disorders and from matched comparison subjects (Strauss & Ryan, 1987).

A French version of the scale (Vallerand, Blais, Lacouture, & Deci, 1987) is available from Dr. Robert J. Vallerand, University of Quebec at Montreal (e-mail: vallerand.robert_j@uqam.ca).

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The Scale (12-vignette version)

These items pertain to a series of hypothetical sketches. Each sketch describes an incident and lists three ways of responding to it. Please read each sketch, imagine yourself in that situation, and then consider each of the possible responses. Think of each response option in terms of how likely it is that you would respond that way. (We all respond in a variety of ways to situations, and probably most or all responses are at least slightly likely for you.) If it is very unlikely that you would respond the way described in a given response, you should circle answer 1 or 2. If it is moderately likely, you would select a number in the mid range, and if it is very likely that you would respond as described, you would circle answer 6 or 7.

1. You have been offered a new position in a company where you have worked for some time. The first question that is likely to come to mind is:

a) What if I can't live up to the new responsibility?

1	2	3	4	5	6
very unlikely		moderately likely		very	

b) Will I make more at this position?

1	2	3	4	5	6
very unlikely		moderately likely		very	

c) I wonder if the new work will be interesting.

1	2	3	4	5	6
very unlikely		moderately likely		very	

2. You have a school-age daughter. On parents' night the teacher tells you that your daughter is doing poorly and doesn't seem involved in the work. You are likely to:

- a) Talk it over with your daughter to understand further what the problem is.
- | | | | | | | |
|---------------|---|---|-------------------|---|------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | very | |
- b) Scold her and hope she does better.
- | | | | | | | |
|---------------|---|---|-------------------|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | | |
- c) Make sure she does the assignments, because she should be working harder.
- | | | | | | | |
|---------------|---|---|-------------------|---|------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | very | |

3. You had a job interview several weeks ago. In the mail you received a form letter which states that the position has been filled. It is likely that you might think:

- a) It's not what you know, but who you know.
- | | | | | | | |
|---------------|---|---|-------------------|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | | |
- b) I'm probably not good enough for the job.
- | | | | | | | |
|---------------|---|---|-------------------|---|------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | very | |
- c) Somehow they didn't see my qualifications as matching their needs.
- | | | | | | | |
|---------------|---|---|-------------------|---|------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| very unlikely | | | moderately likely | | very | |

4. You are a plant supervisor and have been charged with the task of allotting coffee breaks to three workers who cannot all break at once. You would likely handle this by:

- a) Telling the three workers the situation and having them work with you on the schedule.

1	2	3	4	5	6
very unlikely			moderately likely		

- b) Simply assigning times that each can break to avoid any problems.

1	2	3	4	5	6	
very unlikely			moderately likely			very

- c) Find out from someone in authority what to do or do what was done in the past.

1	2	3	4	5	6	
very unlikely			moderately likely			very

5. A close (same-sex) friend of yours has been moody lately, and a couple of times has become very angry with you over "nothing." You might:

- a) Share your observations with him/her and try to find out what is going on for him/her.

1	2	3	4	5	6
very unlikely			moderately likely		

- b) Ignore it because there's not much you can do about it anyway.

1	2	3	4	5	6
---	---	---	---	---	---

very unlikely

moderately likely

very

- c) Tell him/her that you're willing to spend time together if and only if he/she makes more effort to control him/herself.

1

2

3

4

5

6

very unlikely

moderately likely

very

6. You have just received the results of a test you took, and you discovered that you did very poorly. Your initial reaction is likely to be:

- a) "I can't do anything right," and feel sad.

1

2

3

4

5

6

very unlikely

moderately likely

- b) "I wonder how it is I did so poorly," and feel disappointed.

1

2

3

4

5

6

very unlikely

moderately likely

very

- c) "That stupid test doesn't show anything," and feel angry.

1

2

3

4

5

6

very unlikely

moderately likely

very

7. You have been invited to a large party where you know very few people. As you look forward to the evening, you would likely expect that:

- a) You'll try to fit in with whatever is happening in order to have a good time and not look bad.

1	2	3	4	5	6	
very unlikely			moderately likely			very

b) You'll find some people with whom you can relate.

1	2	3	4	5	6	
very unlikely			moderately likely			

c) You'll probably feel somewhat isolated and unnoticed.

1	2	3	4	5	6	
very unlikely			moderately likely			very

8. You are asked to plan a picnic for yourself and your fellow employees. Your style for approaching this project could most likely be characterized as:

a) Take charge: that is, you would make most of the major decisions yourself.

1	2	3	4	5	6	
very unlikely			moderately likely			very

b) Follow precedent: you're not really up to the task so you'd do it the way it's been done before.

1	2	3	4	5	6	
very unlikely			moderately likely			very

c) Seek participation: get inputs from others who want to make them before you make the final plans.

1	2	3	4	5	6	
---	---	---	---	---	---	--

9. Recently a position opened up at your place of work that could have meant a promotion for you. However, a person you work with was offered the job rather than you. In evaluating the situation, you're likely to think:

a) You didn't really expect the job; you frequently get passed over.

1	2	3	4	5	6	
very unlikely			moderately likely			very

b) The other person probably "did the right things" politically to get the job.

1	2	3	4	5	6	
very unlikely			moderately likely			very

c) You would probably take a look at factors in your own performance that led you to be passed over.

1	2	3	4	5	6	
very unlikely			moderately likely			

10. You are embarking on a new career. The most important consideration is likely to be:

a) Whether you can do the work without getting in over your head.

1	2	3	4	5	6	
very unlikely			moderately likely			
						very likely

b) How interested you are in that kind of work.

1	2	3	4	5	6	
---	---	---	---	---	---	--

12. Your company has promoted you to a position in a city far from your present location.

As you think about the move you would probably:

- a) Feel interested in the new challenge and a little nervous at the same time.

	1	2	3	4	5	6
	very unlikely			moderately likely		
very likely						

- b) Feel excited about the higher status and salary that is involved.

	1	2	3	4	5	6
	very unlikely			moderately likely		
very likely						

- c) Feel stressed and anxious about the upcoming changes.

	1	2	3	4	5	6
	very unlikely			moderately likely		
very likely						

Name or Code: _____

Sex: M F (circle one)

Date: _____

Individual Styles Response Form - 12 Vignettes

1.	a _____ b _____ c _____	2.	a _____ b _____ c _____	3.	a _____ b _____ c _____
4.	a _____ b _____ c _____	5.	a _____ b _____ c _____	6.	a _____ b _____ c _____
7.	a _____ b _____ c _____	8.	a _____ b _____ c _____	9.	a _____ b _____ c _____
10.	a _____ b _____ c _____	11.	a _____ b _____ c _____	12.	a _____ b _____ c _____